

GREENBRIER ELEMENTARY

853 Log Shoals Road
Greenville, SC 29607

GRADES K-5 Elementary School

ENROLLMENT 715 Students

PRINCIPAL Phillip L. Edge 864-281-1270

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
27	21	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

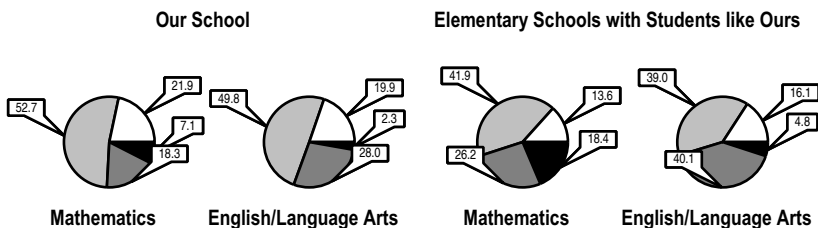
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Good	Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	32	89	67
Percent satisfied with learning environment	80.6%	69.8%	68.7%
Percent satisfied with social and physical environment	100.0%	72.7%	53.0%
Percent satisfied with home-school relations	74.2%	85.2%	71.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	333	100.0	19.9	49.8	28.0	2.3	30.2	17.6
Gender								
Male	166	100.0	25.2	50.3	23.2	1.3	24.5	17.6
Female	167	100.0	14.7	49.4	32.7	3.2	35.9	17.6
Racial/Ethnic Group								
White	175	100.0	15.6	47.9	33.5	3.0	36.5	17.6
African-American	134	100.0	24.4	52.0	22.8	0.8	23.6	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	18	100.0	25.0	56.3	12.5	6.3	18.8	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	273	100.0	15.6	51.0	30.7	2.7	33.5	17.6
Disabled	60	100.0	40.7	44.4	14.8	N/A	14.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	333	100.0	19.9	49.8	28.0	2.3	30.2	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	332	100.0	19.6	49.7	28.4	2.3	30.7	17.6
Socio-Economic Status								
Subsidized meals	101	100.0	27.8	55.6	15.6	1.1	16.7	17.6
Full-pay meals	232	100.0	16.7	47.5	33.0	2.7	35.7	17.6

Mathematics								
All students	333	100.0	21.9	52.7	18.3	7.1	25.4	15.5
Gender								
Male	166	100.0	25.8	47.1	20.6	6.5	27.1	15.5
Female	167	100.0	17.9	58.3	16.0	7.7	23.7	15.5
Racial/Ethnic Group								
White	175	100.0	12.6	57.5	21.6	8.4	29.9	15.5
African-American	134	100.0	35.0	48.0	12.2	4.9	17.1	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	18	100.0	18.8	56.3	18.8	6.3	25.0	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	273	100.0	18.3	54.5	20.2	7.0	27.2	15.5
Disabled	60	100.0	38.9	44.4	9.3	7.4	16.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	333	100.0	21.9	52.7	18.3	7.1	25.4	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	332	100.0	21.2	52.9	18.6	7.2	25.8	15.5
Socio-Economic Status								
Subsidized meals	101	100.0	41.1	41.1	13.3	4.4	17.8	15.5
Full-pay meals	232	100.0	14.0	57.5	20.4	8.1	28.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	83	N/A	12.3	30.9	53.1	3.7	56.8
	Grade 4	75	N/A	17.8	53.4	27.4	1.4	28.8
	Grade 5	90	N/A	14.3	52.4	33.3	N/A	33.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	123	100.0	20.3	38.1	36.4	5.1	41.5
	Grade 4	112	100.0	15.5	51.5	33.0	N/A	33.0
	Grade 5	98	100.0	24.4	63.3	11.1	1.1	12.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	83	N/A	22.0	54.9	17.1	6.1	23.2
	Grade 4	75	N/A	26.0	45.2	20.5	8.2	28.8
	Grade 5	90	N/A	21.4	53.6	20.2	4.8	25.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	123	100.0	26.3	51.7	16.1	5.9	22.0
	Grade 4	112	100.0	20.4	48.5	20.4	10.7	31.1
	Grade 5	98	100.0	17.8	58.9	18.9	4.4	23.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 715)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.2%	Up from 2.8%	1.9%	2.4%
Attendance rate	97.3%	Up from 96.9%	96.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	24.3%	Up from 18.0%	25.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.0%	Down from 11.0%	6.7%	8.0%
Older than usual for grade	0.8%	Up from 0.3%	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	45.2%	Down from 47.2%	53.9%	50.0%
Continuing contract teachers	73.8%	Down from 83.3%	86.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.5%	Down from 93.4%	88.8%	86.2%
Teacher attendance rate	99.0%	Up from 98.5%	95.7%	95.3%
Average teacher salary	\$38,435	Down 1.1%	\$41,507	\$39,909
Prof. development days/teacher	10.4 days	Up from 8.2 days	10.2 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio	20.8 to 1	Down from 20.9 to 1	20.3 to 1	18.9 to 1
Prime instructional time	96.0%	Up from 95.0%	91.1%	89.7%
Dollars spent per pupil*	\$4,891	Down 2.4%	\$5,348	\$5,892
Percent spent on teacher salaries*	70.6%	Up from 67.5%	68.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.6%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Greenbrier Elementary School is to help prepare all students academically, socially, and emotionally to be contributing members of a world society by providing diverse learning opportunities that challenge all students to reach their potential. Greenbrier Elementary underwent an extensive building expansion and renovation, which was completed in 2000, expanding the core student capacity to 750. Greenbrier is fast approaching this number.

This year Greenbrier went through the Southern Association of Colleges and Schools five-year re-certification process. The peer review team found Greenbrier Elementary School to be an excellent school with a dedicated staff that holds the educational welfare of all their students as the top priority in their improvement efforts. The faculty and staff are working as a team to improve home-school relations and the overall perception of Greenbrier within the surrounding community. The families, staff, and community members are making a difference in educational opportunities for their most valuable resource, children. This process requires the school to evaluate its strengths and weaknesses and to develop an overall plan for improvement. Copies of both plans are available in the school office.

The school has been very successful in improving reading test scores. The faculty and staff have worked very hard to bring our math scores up this year. A significant amount of our ACT 135 money was utilized to purchase an alternate math text and math manipulatives. Plans for improvement in math & language arts have been developed for all grades. One of the challenges for Greenbrier Elementary School is its rapid growth rate. We have grown from approximately 470 students in two years to almost 730 this year and now we are dropping back to 650 for next year due to rezoning of students to the new Bob Cashion School for next year. This large growth and decline of students each year has made planning very difficult because of the scattered test data. This year we participated in the Victoria Bernhardt Portfolio Process of School Improvement. It includes a new computerized system to help access and manipulate our test data. This is invaluable in acquiring test data for all new students. Greenbrier has made a great deal of progress over the last year and anticipates even greater improvements in the coming years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.